

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

18063 W Surprise Farms Loop South, Surprise, AZ 85388

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Paul Tighe
 Schedule : 08:15 AM to 05:00 PM
 Grades : K-8
 Web Address : www.dysart.org
 Phone Number : (623) 523-8750
 Fax Number : (623) 523-8761
 E-mail : paul.tighe@dysart.org

Mission

MISSION:

At Western Peaks Elementary School, our mission is to provide a learning community in which individual students are challenged to acquire the knowledge and skills to aspire to high academic achievement, to value diversity, and to be productive and responsible citizens.

We understand that a school is only as excellent as the staff, parents, and community that support each and every student.

Western Peaks Elementary School

Home of the Falcons

School / Academic Goals

"Where Excellence Soars!"

- U Eighty percent of Western Peaks 3rd-8th grade students will meet or exceed the standards on AIMS Math, Reading, and Writing Assessments administered in the spring of 2007.
- U The Western Peaks school community will become a cohesive team focused on excellence and achievement.
- U The Western Peaks school will become a caring learning community, where everyone is treated with kindness and respect.

Enrollment

October 1, 2005 School Year Student Enrollment : N/A
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Full-Day Kindergarten
- ü On-Site Special Education Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/21/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

1. Maintain a safe, supportive environment conducive to learning and academic success.
2. Implement a quality curriculum based on district guidelines and AZ Standards.
3. Keep track of the progress of the student and report it regularly.
4. Provide appropriate reading materials each school night.
5. Have high expectations of the student, his/her family, and myself.
6. Respect the cultural differences of the student and his/her family.

Parents

1. Recognize the importance of regular school attendance.
2. Support the school and the school discipline plan.
3. Accept the responsibility to return reading books and homework.
4. Read to and/or listen to my child read each night.
5. Maintain high expectations of my child.
6. Keep in touch with the school through regular visits, phone calls, written communication, and attendance at school functions.

Transportation Policy

Students living beyond a one mile radius of the school are offered bus transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1667	80010	--	98	99	--	442	447	--	11	10	--	20	18	--	57	53	--	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	841	38935	--	98	99	--	442	447	--	10	9	--	20	19	--	58	55	--	12	17
Male	--	817	40974	--	97	98	--	442	448	--	12	11	--	20	18	--	56	52	--	12	19
African American	--	154	4201	--	95	99	--	432	430	--	13	17	--	28	23	--	53	51	--	6	9
Hispanic	--	638	34545	--	97	99	--	429	432	--	15	14	--	25	24	--	55	53	--	5	9
Asian/Pacific Islander	--	52	2068	--	100	99	--	470	474	--	NA	4	--	10	10	--	67	50	--	23	36
American Indian/Alaskan Native	--	20	3979	--	95	96	--	441	424	--	15	17	--	5	30	--	70	47	--	10	6
White	--	796	35142	--	99	99	--	452	465	--	7	5	--	15	11	--	59	56	--	18	28
Students with Disabilities	--	182	10161	--	88	93	--	409	419	--	37	28	--	29	28	--	30	36	--	4	8
Students without Disabilities	--	1485	69849	--	100	100	--	446	451	--	7	7	--	19	17	--	61	56	--	13	19
Limited English Proficient Students	--	189	14013	--	95	97	--	412	413	--	24	24	--	36	34	--	38	39	--	2	3
Migrant Students	--	10	603	--	100	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	--	833	39029	--	97	98	--	432	432	--	15	14	--	24	25	--	55	52	--	7	9
Non-Economically Disadvantaged	--	834	40981	--	100	100	--	452	462	--	7	6	--	16	13	--	60	54	--	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1635	79438	--	96	98	--	451	451	--	9	9	--	24	24	--	58	56	--	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	827	38775	--	97	99	--	455	457	--	7	7	--	22	22	--	60	58	--	11	13
Male	--	799	40560	--	95	97	--	446	446	--	11	12	--	25	25	--	57	54	--	7	9
African American	--	151	4178	--	93	98	--	447	439	--	8	13	--	26	29	--	62	52	--	5	6
Hispanic	--	624	34297	--	95	98	--	433	434	--	14	14	--	33	31	--	50	50	--	4	5
Asian/Pacific Islander	--	52	2063	--	100	99	--	484	475	--	NA	3	--	6	15	--	71	63	--	23	20
American Indian/Alaskan Native	--	20	3940	--	95	95	--	452	429	--	15	14	--	10	36	--	65	47	--	10	3
White	--	781	34887	--	97	98	--	463	471	--	6	4	--	17	15	--	64	63	--	14	18
Students with Disabilities	--	151	9588	--	73	88	--	417	416	--	29	30	--	33	32	--	34	34	--	4	5
Students without Disabilities	--	1484	69850	--	100	100	--	454	456	--	7	7	--	23	23	--	61	59	--	10	12
Limited English Proficient Students	--	184	13856	--	92	96	--	411	407	--	24	27	--	42	43	--	33	29	--	1	1
Migrant Students	--	10	600	--	100	96	--	NA	418	--	NA	22	--	NA	38	--	NA	39	--	NA	2
Economically Disadvantaged	--	813	38685	--	94	97	--	438	435	--	13	14	--	30	32	--	52	50	--	6	5
Non-Economically Disadvantaged	--	822	40753	--	98	99	--	463	467	--	5	5	--	17	16	--	65	62	--	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1679	79971	--	99	99	--	424	423	--	7	8	--	39	41	--	52	49	--	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	847	38974	--	99	99	--	440	437	--	4	5	--	31	33	--	62	57	--	3	4
Male	--	823	40895	--	98	98	--	409	410	--	10	10	--	47	47	--	42	41	--	1	2
African American	--	157	4203	--	97	99	--	419	411	--	8	11	--	45	45	--	46	43	--	1	2
Hispanic	--	647	34481	--	99	99	--	414	410	--	9	10	--	45	46	--	45	43	--	1	1
Asian/Pacific Islander	--	52	2067	--	100	99	--	451	449	--	2	4	--	23	28	--	75	60	--	NA	8
American Indian/Alaskan Native	--	20	3995	--	95	96	--	440	409	--	5	10	--	25	47	--	70	42	--	NA	1
White	--	796	35150	--	99	99	--	432	437	--	6	5	--	35	35	--	57	56	--	3	5
Students with Disabilities	--	200	10258	--	97	94	--	367	377	--	25	23	--	55	51	--	19	25	--	1	1
Students without Disabilities	--	1479	69713	--	99	100	--	432	429	--	5	5	--	37	39	--	57	52	--	2	3
Limited English Proficient Students	--	194	13985	--	97	97	--	392	382	--	13	18	--	57	54	--	30	27	--	NA	0
Migrant Students	--	10	608	--	100	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	--	839	38994	--	97	98	--	417	409	--	9	10	--	44	47	--	46	41	--	1	1
Non-Economically Disadvantaged	--	840	40977	--	100	100	--	432	437	--	6	5	--	34	34	--	58	56	--	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1491	80147	--	98	99	--	472	482	--	14	11	--	19	17	--	51	49	--	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	724	39281	--	98	99	--	473	483	--	12	9	--	19	17	--	53	50	--	16	24
Male	--	760	40780	--	98	98	--	472	482	--	15	12	--	19	17	--	48	48	--	18	24
African American	--	126	4249	--	98	99	--	464	464	--	13	17	--	23	22	--	56	48	--	8	13
Hispanic	--	616	33494	--	96	99	--	461	466	--	18	15	--	24	23	--	47	49	--	11	14
Asian/Pacific Islander	--	32	2103	--	100	99	--	482	515	--	16	4	--	16	8	--	38	44	--	31	45
American Indian/Alaskan Native	--	18	4117	--	95	96	--	456	456	--	33	19	--	17	27	--	28	46	--	22	8
White	--	692	36122	--	99	99	--	484	501	--	10	5	--	14	10	--	54	50	--	23	35
Students with Disabilities	--	148	10295	--	84	92	--	436	443	--	40	33	--	22	26	--	35	33	--	3	8
Students without Disabilities	--	1343	69852	--	100	100	--	476	488	--	11	7	--	18	16	--	52	51	--	18	26
Limited English Proficient Students	--	174	12722	--	93	97	--	437	441	--	33	27	--	34	33	--	29	37	--	5	3
Migrant Students	--	12	622	--	100	97	--	436	454	--	50	19	--	17	30	--	25	43	--	8	8
Economically Disadvantaged	--	762	38371	--	95	97	--	461	465	--	19	15	--	24	23	--	45	49	--	12	13
Non-Economically Disadvantaged	--	729	41776	--	100	100	--	483	498	--	9	6	--	13	11	--	56	49	--	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1476	79686	--	97	98	--	464	470	--	12	11	--	27	24	--	56	57	--	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	721	39163	--	98	99	--	469	475	--	9	9	--	25	22	--	60	60	--	6	10
Male	--	748	40438	--	96	97	--	460	465	--	14	13	--	28	25	--	53	54	--	5	7
African American	--	124	4228	--	97	98	--	462	458	--	8	15	--	29	28	--	60	53	--	2	4
Hispanic	--	612	33299	--	95	98	--	451	452	--	18	17	--	32	32	--	48	47	--	2	3
Asian/Pacific Islander	--	32	2097	--	100	99	--	460	490	--	13	5	--	25	13	--	59	68	--	3	14
American Indian/Alaskan Native	--	18	4087	--	95	96	--	455	446	--	22	16	--	22	38	--	56	44	--	NA	2
White	--	683	35914	--	98	98	--	477	489	--	7	5	--	22	15	--	63	67	--	8	14
Students with Disabilities	--	133	9808	--	76	87	--	431	432	--	36	35	--	31	32	--	31	30	--	2	3
Students without Disabilities	--	1343	69878	--	100	100	--	467	475	--	10	8	--	26	23	--	59	61	--	5	9
Limited English Proficient Students	--	173	12594	--	92	96	--	423	422	--	35	34	--	45	45	--	20	21	--	NA	0
Migrant Students	--	12	611	--	100	95	--	426	439	--	42	22	--	25	39	--	33	37	--	NA	2
Economically Disadvantaged	--	759	38095	--	95	97	--	453	452	--	17	17	--	33	32	--	46	48	--	4	3
Non-Economically Disadvantaged	--	717	41591	--	100	99	--	477	486	--	7	6	--	20	16	--	67	65	--	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1514	80372	--	100	99	--	469	475	--	4	4	--	34	30	--	62	64	--	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	735	39452	--	100	99	--	481	488	--	2	3	--	27	22	--	70	72	--	1	3
Male	--	772	40836	--	99	98	--	459	464	--	5	6	--	40	37	--	55	56	--	0	1
African American	--	129	4264	--	100	99	--	464	465	--	3	5	--	38	35	--	57	59	--	2	1
Hispanic	--	635	33608	--	99	99	--	462	462	--	6	6	--	36	36	--	58	57	--	0	1
Asian/Pacific Islander	--	32	2098	--	100	99	--	464	500	--	6	2	--	31	16	--	59	75	--	3	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	470	464	--	NA	4	--	42	39	--	47	56	--	11	1
White	--	692	36213	--	99	99	--	478	489	--	2	2	--	30	22	--	67	72	--	0	3
Students with Disabilities	--	173	10526	--	98	94	--	414	427	--	14	15	--	66	53	--	18	31	--	1	1
Students without Disabilities	--	1341	69846	--	100	100	--	476	482	--	2	3	--	29	26	--	68	69	--	1	2
Limited English Proficient Students	--	182	12747	--	97	97	--	437	432	--	9	12	--	54	52	--	36	36	--	NA	0
Migrant Students	--	12	621	--	100	97	--	459	452	--	NA	9	--	58	40	--	42	51	--	NA	0
Economically Disadvantaged	--	786	38521	--	98	98	--	460	461	--	5	6	--	39	38	--	55	55	--	1	1
Non-Economically Disadvantaged	--	728	41851	--	100	100	--	480	489	--	2	3	--	27	22	--	70	72	--	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1478	79306	--	96	99	--	492	504	--	15	13	--	23	20	--	51	49	--	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	700	38845	--	96	99	--	494	505	--	13	11	--	24	20	--	51	50	--	11	18
Male	--	777	40383	--	97	98	--	491	504	--	17	14	--	22	19	--	50	47	--	11	19
African American	--	139	4171	--	97	98	--	483	485	--	13	20	--	35	26	--	47	44	--	4	10
Hispanic	--	557	32673	--	95	99	--	480	487	--	22	18	--	27	25	--	44	46	--	7	10
Asian/Pacific Islander	--	41	2147	--	100	99	--	518	539	--	10	5	--	17	10	--	41	46	--	32	40
American Indian/Alaskan Native	--	18	4034	--	100	97	--	508	479	--	11	22	--	22	29	--	44	43	--	22	7
White	--	722	36234	--	97	99	--	502	523	--	10	6	--	19	13	--	57	52	--	14	28
Students with Disabilities	--	151	10286	--	75	91	--	455	462	--	46	41	--	23	27	--	30	27	--	1	5
Students without Disabilities	--	1327	69020	--	99	100	--	496	510	--	11	9	--	23	18	--	53	52	--	12	21
Limited English Proficient Students	--	130	10291	--	89	96	--	455	458	--	42	38	--	34	34	--	22	26	--	3	2
Migrant Students	--	11	630	--	92	95	--	470	478	--	36	24	--	18	27	--	45	43	--	NA	6
Economically Disadvantaged	--	749	37437	--	94	97	--	482	486	--	22	19	--	26	26	--	44	46	--	8	9
Non-Economically Disadvantaged	--	729	41869	--	98	100	--	504	521	--	7	7	--	20	14	--	58	51	--	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1474	79000	--	96	98	--	483	489	--	10	10	--	27	24	--	58	58	--	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	705	38774	--	96	99	--	489	494	--	7	7	--	27	22	--	60	61	--	6	10
Male	--	768	40150	--	95	98	--	478	485	--	13	12	--	28	25	--	55	55	--	4	8
African American	--	140	4153	--	97	98	--	475	476	--	9	13	--	36	30	--	51	53	--	4	4
Hispanic	--	547	32508	--	93	98	--	470	472	--	15	15	--	34	33	--	49	49	--	2	3
Asian/Pacific Islander	--	41	2142	--	100	99	--	501	510	--	5	4	--	12	14	--	71	67	--	12	16
American Indian/Alaskan Native	--	19	4016	--	100	96	--	502	467	--	5	14	--	21	37	--	63	46	--	11	2
White	--	726	36135	--	97	98	--	493	508	--	6	4	--	21	14	--	65	67	--	7	15
Students with Disabilities	--	149	9991	--	74	88	--	445	449	--	35	33	--	33	36	--	32	29	--	1	2
Students without Disabilities	--	1325	69009	--	99	100	--	487	495	--	7	6	--	27	22	--	61	62	--	6	10
Limited English Proficient Students	--	129	10199	--	88	95	--	440	439	--	35	35	--	45	47	--	20	18	--	NA	0
Migrant Students	--	11	629	--	92	95	--	445	457	--	36	22	--	36	41	--	27	37	--	NA	1
Economically Disadvantaged	--	743	37234	--	93	97	--	471	472	--	15	15	--	34	33	--	49	50	--	3	3
Non-Economically Disadvantaged	--	731	41766	--	99	99	--	495	505	--	5	5	--	21	16	--	66	65	--	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1526	79611	--	99	99	--	493	496	--	7	7	--	39	37	--	53	56	--	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	722	39016	--	99	99	--	506	511	--	5	4	--	31	29	--	63	66	--	1	1
Male	--	803	40519	--	100	98	--	481	482	--	9	10	--	45	44	--	45	46	--	0	0
African American	--	141	4188	--	98	98	--	489	486	--	8	9	--	44	40	--	48	50	--	NA	0
Hispanic	--	584	32855	--	99	99	--	480	481	--	11	10	--	43	43	--	46	47	--	0	0
Asian/Pacific Islander	--	41	2149	--	100	100	--	506	519	--	2	4	--	32	24	--	66	70	--	NA	2
American Indian/Alaskan Native	--	19	3992	--	100	96	--	503	478	--	11	10	--	21	46	--	68	44	--	NA	0
White	--	740	36380	--	99	99	--	503	511	--	5	4	--	35	30	--	60	65	--	1	1
Students with Disabilities	--	200	10664	--	100	94	--	427	440	--	33	23	--	48	54	--	19	22	--	1	1
Students without Disabilities	--	1326	68947	--	99	100	--	503	504	--	3	4	--	38	34	--	59	61	--	0	1
Limited English Proficient Students	--	144	10362	--	99	97	--	441	438	--	24	22	--	56	57	--	21	21	--	NA	NA
Migrant Students	--	12	636	--	100	96	--	476	467	--	8	14	--	58	47	--	33	38	--	NA	0
Economically Disadvantaged	--	783	37626	--	98	98	--	481	479	--	10	10	--	44	45	--	46	45	--	0	0
Non-Economically Disadvantaged	--	743	41985	--	100	100	--	506	511	--	4	4	--	34	30	--	62	65	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1537	79327	--	98	98	--	507	518	--	22	19	--	23	20	--	46	46	--	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	740	38961	--	98	98	--	511	520	--	18	16	--	25	20	--	46	48	--	11	16
Male	--	787	40295	--	97	97	--	503	516	--	25	21	--	21	19	--	45	44	--	9	16
African American	--	161	4247	--	96	98	--	493	499	--	25	27	--	32	24	--	37	41	--	7	8
Hispanic	--	605	32327	--	97	98	--	496	499	--	28	27	--	24	25	--	42	41	--	6	8
Asian/Pacific Islander	--	45	1939	--	100	99	--	531	556	--	11	6	--	11	10	--	58	47	--	20	36
American Indian/Alaskan Native	--	19	4391	--	95	96	--	481	489	--	42	32	--	26	27	--	32	36	--	NA	4
White	--	699	36373	--	98	98	--	519	538	--	15	10	--	21	14	--	51	52	--	13	25
Students with Disabilities	--	142	9321	--	82	87	--	453	467	--	69	54	--	14	22	--	16	21	--	1	3
Students without Disabilities	--	1395	70006	--	100	100	--	512	524	--	17	14	--	24	19	--	49	49	--	11	18
Limited English Proficient Students	--	126	9431	--	94	95	--	459	466	--	60	53	--	28	27	--	12	18	--	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	--	767	37097	--	96	97	--	495	498	--	29	27	--	24	25	--	41	41	--	6	7
Non-Economically Disadvantaged	--	770	42230	--	100	99	--	518	535	--	14	11	--	21	15	--	51	50	--	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1527	79501	--	97	98	--	491	497	--	10	10	--	30	25	--	58	60	--	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	739	39062	--	98	99	--	498	502	--	7	8	--	28	23	--	61	64	--	3	5
Male	--	779	40368	--	96	98	--	484	491	--	13	13	--	31	27	--	54	57	--	1	3
African American	--	164	4279	--	98	99	--	483	485	--	14	14	--	31	30	--	55	54	--	NA	2
Hispanic	--	591	32389	--	95	98	--	479	478	--	14	16	--	37	34	--	48	48	--	1	1
Asian/Pacific Islander	--	44	1936	--	98	99	--	504	519	--	5	3	--	18	14	--	73	73	--	5	9
American Indian/Alaskan Native	--	19	4401	--	95	96	--	459	473	--	21	17	--	47	40	--	32	43	--	NA	1
White	--	702	36446	--	98	99	--	503	516	--	6	4	--	24	15	--	66	73	--	4	7
Students with Disabilities	--	132	9411	--	76	88	--	448	453	--	40	36	--	39	36	--	20	26	--	NA	1
Students without Disabilities	--	1395	70090	--	100	100	--	494	502	--	8	7	--	29	24	--	61	65	--	3	5
Limited English Proficient Students	--	121	9401	--	90	94	--	440	443	--	40	40	--	50	46	--	10	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	--	758	37183	--	94	97	--	480	479	--	15	16	--	34	34	--	50	49	--	1	1
Non-Economically Disadvantaged	--	769	42318	--	100	99	--	501	513	--	6	5	--	25	17	--	65	70	--	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1559	80000	--	99	99	--	557	564	--	4	3	--	11	11	--	79	75	--	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	750	39288	--	99	99	--	574	579	--	3	2	--	5	6	--	81	77	--	11	16
Male	--	801	40644	--	98	98	--	541	549	--	4	4	--	16	15	--	77	74	--	3	7
African American	--	166	4307	--	99	99	--	552	551	--	4	4	--	13	13	--	76	75	--	7	7
Hispanic	--	617	32672	--	99	99	--	544	548	--	5	4	--	13	14	--	78	76	--	4	6
Asian/Pacific Islander	--	45	1945	--	100	99	--	571	592	--	2	1	--	9	4	--	76	69	--	13	25
American Indian/Alaskan Native	--	19	4424	--	95	97	--	547	549	--	5	3	--	16	14	--	79	77	--	NA	5
White	--	706	36602	--	99	99	--	569	579	--	2	2	--	8	7	--	80	75	--	9	16
Students with Disabilities	--	166	9919	--	95	93	--	480	505	--	13	9	--	43	35	--	43	54	--	NA	2
Students without Disabilities	--	1393	70081	--	100	100	--	565	571	--	3	2	--	7	7	--	83	79	--	8	12
Limited English Proficient Students	--	132	9571	--	99	96	--	501	502	--	9	10	--	31	29	--	60	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	--	786	37534	--	98	98	--	545	547	--	5	4	--	15	15	--	76	76	--	5	5
Non-Economically Disadvantaged	--	773	42466	--	100	100	--	568	578	--	3	2	--	7	7	--	81	75	--	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS		% FFB			% A			% Met			% Exceeded			
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1370	78546	--	97	97	--	535	543	--	16	15	--	20	18	--	54	52	--	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	654	38645	--	97	98	--	538	545	--	14	13	--	19	18	--	56	54	--	10	15
Male	--	712	39792	--	96	97	--	533	542	--	18	17	--	21	17	--	52	50	--	10	15
African American	--	156	4205	--	97	97	--	520	524	--	21	22	--	24	22	--	53	49	--	3	7
Hispanic	--	524	31177	--	96	97	--	520	524	--	25	22	--	24	23	--	47	48	--	4	7
Asian/Pacific Islander	--	48	1940	--	98	99	--	560	580	--	8	5	--	8	9	--	63	53	--	21	33
American Indian/Alaskan Native	--	14	4689	--	78	95	--	538	515	--	14	28	--	NA	25	--	86	43	--	NA	4
White	--	624	36450	--	97	97	--	550	563	--	8	7	--	17	12	--	58	57	--	17	23
Students with Disabilities	--	120	8093	--	73	82	--	484	489	--	52	50	--	28	24	--	19	23	--	2	2
Students without Disabilities	--	1250	70453	--	100	100	--	540	549	--	13	11	--	19	17	--	57	56	--	11	16
Limited English Proficient Students	--	104	9323	--	93	94	--	482	491	--	59	47	--	25	28	--	16	24	--	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	--	701	34694	--	95	96	--	523	524	--	23	23	--	24	23	--	47	48	--	6	7
Non-Economically Disadvantaged	--	669	43852	--	99	99	--	548	559	--	9	10	--	16	13	--	60	56	--	14	22

Reading	# Tested			% Tested			MSS		% FFB			% A			% Met			% Exceeded			
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1381	79045	--	97	98	--	507	512	--	9	10	--	27	25	--	61	58	--	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	657	38860	--	97	98	--	514	519	--	6	7	--	23	22	--	66	62	--	5	8
Male	--	721	40075	--	97	97	--	500	505	--	12	12	--	30	28	--	56	54	--	2	6
African American	--	158	4250	--	98	98	--	498	500	--	8	12	--	35	31	--	56	54	--	1	3
Hispanic	--	528	31314	--	97	98	--	493	493	--	13	16	--	35	34	--	50	48	--	2	2
Asian/Pacific Islander	--	48	1949	--	98	99	--	522	536	--	6	4	--	15	15	--	77	66	--	2	15
American Indian/Alaskan Native	--	15	4719	--	83	96	--	506	489	--	13	15	--	7	39	--	73	45	--	7	2
White	--	629	36730	--	98	98	--	520	532	--	5	4	--	20	16	--	70	68	--	6	12
Students with Disabilities	--	132	8552	--	80	87	--	462	463	--	36	35	--	39	40	--	24	23	--	NA	1
Students without Disabilities	--	1249	70493	--	100	100	--	511	517	--	6	7	--	26	24	--	64	62	--	4	8
Limited English Proficient Students	--	108	9355	--	96	95	--	456	456	--	34	37	--	53	48	--	13	15	--	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	--	707	34922	--	96	96	--	495	493	--	13	15	--	32	34	--	52	48	--	2	3
Non-Economically Disadvantaged	--	674	44123	--	99	99	--	519	527	--	4	6	--	21	18	--	69	66	--	5	11

Writing	# Tested			% Tested			MSS		% FFB			% A			% Met			% Exceeded			
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1404	79657	--	99	99	--	565	566	--	3	3	--	7	8	--	89	87	--	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	670	39120	--	99	99	--	582	580	--	1	2	--	4	4	--	93	92	--	2	2
Male	--	732	40423	--	99	98	--	550	553	--	5	5	--	10	12	--	85	83	--	0	1
African American	--	161	4290	--	100	99	--	565	560	--	2	4	--	6	9	--	91	86	--	1	1
Hispanic	--	541	31642	--	99	99	--	553	552	--	5	5	--	9	11	--	85	84	--	0	0
Asian/Pacific Islander	--	48	1948	--	98	99	--	574	589	--	4	1	--	4	3	--	90	91	--	2	4
American Indian/Alaskan Native	--	17	4760	--	94	97	--	541	547	--	6	5	--	18	14	--	76	81	--	NA	0
White	--	635	36929	--	99	99	--	575	579	--	2	2	--	5	5	--	91	91	--	2	2
Students with Disabilities	--	156	9069	--	95	92	--	499	508	--	15	11	--	25	30	--	60	58	--	NA	1
Students without Disabilities	--	1248	70588	--	99	100	--	573	573	--	2	2	--	5	5	--	92	91	--	1	1
Limited English Proficient Students	--	107	9521	--	96	96	--	505	507	--	11	13	--	25	24	--	64	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	--	726	35341	--	98	97	--	554	551	--	5	5	--	8	12	--	86	83	--	0	0
Non-Economically Disadvantaged	--	678	44316	--	100	100	--	577	578	--	2	2	--	5	5	--	91	90	--	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1310	78400	--	96	97	--	546	554	--	22	21	--	21	19	--	50	47	--	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	656	38686	--	96	98	--	547	554	--	21	20	--	22	20	--	50	49	--	7	12
Male	--	649	39636	--	96	96	--	545	554	--	24	23	--	21	18	--	49	46	--	6	13
African American	--	140	4193	--	92	97	--	536	533	--	24	32	--	29	23	--	44	40	--	4	5
Hispanic	--	490	30732	--	96	97	--	532	534	--	30	31	--	23	24	--	44	40	--	3	5
Asian/Pacific Islander	--	29	1827	--	100	99	--	590	594	--	NA	8	--	7	12	--	69	49	--	24	31
American Indian/Alaskan Native	--	15	4536	--	100	95	--	517	528	--	47	35	--	27	25	--	27	37	--	NA	4
White	--	631	37038	--	97	97	--	558	575	--	16	11	--	19	14	--	55	56	--	10	19
Students with Disabilities	--	99	7840	--	72	81	--	496	498	--	63	60	--	21	18	--	15	20	--	1	2
Students without Disabilities	--	1211	70560	--	99	99	--	550	560	--	19	17	--	21	19	--	52	50	--	7	14
Limited English Proficient Students	--	110	8956	--	92	95	--	494	502	--	68	56	--	17	25	--	14	18	--	1	1
Migrant Students	--	13	676	--	93	95	--	504	523	--	54	38	--	23	25	--	23	36	--	NA	1
Economically Disadvantaged	--	637	33014	--	94	95	--	534	534	--	29	31	--	25	24	--	41	40	--	4	5
Non-Economically Disadvantaged	--	673	45386	--	99	99	--	557	569	--	16	15	--	17	15	--	57	52	--	9	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1327	79179	--	98	98	--	512	519	--	11	11	--	29	27	--	58	58	--	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	664	38974	--	97	99	--	518	524	--	9	8	--	26	25	--	61	61	--	3	5
Male	--	658	40124	--	97	97	--	507	513	--	12	13	--	31	28	--	55	54	--	2	4
African American	--	144	4243	--	94	98	--	505	506	--	14	14	--	35	32	--	48	51	--	3	3
Hispanic	--	495	30987	--	97	98	--	498	498	--	15	17	--	36	36	--	48	45	--	1	1
Asian/Pacific Islander	--	29	1832	--	100	99	--	543	543	--	NA	4	--	21	17	--	66	69	--	14	10
American Indian/Alaskan Native	--	15	4573	--	100	96	--	493	494	--	7	16	--	60	41	--	33	42	--	NA	1
White	--	639	37467	--	98	98	--	524	539	--	8	5	--	21	17	--	68	70	--	3	8
Students with Disabilities	--	113	8567	--	82	88	--	463	467	--	43	39	--	36	38	--	19	22	--	1	1
Students without Disabilities	--	1214	70612	--	100	99	--	517	524	--	8	7	--	28	25	--	62	62	--	2	5
Limited English Proficient Students	--	109	9013	--	91	95	--	459	461	--	39	40	--	51	48	--	10	12	--	NA	0
Migrant Students	--	13	680	--	93	96	--	482	487	--	15	20	--	54	43	--	31	36	--	NA	1
Economically Disadvantaged	--	646	33345	--	95	96	--	501	499	--	15	17	--	36	36	--	47	46	--	2	1
Non-Economically Disadvantaged	--	681	45834	--	100	99	--	523	533	--	7	7	--	22	19	--	68	67	--	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1341	79734	--	99	99	--	555	554	--	3	3	--	18	19	--	80	78	--	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	668	39243	--	98	99	--	568	568	--	2	2	--	12	12	--	87	85	--	0	1
Male	--	669	40413	--	99	98	--	541	541	--	3	4	--	24	26	--	73	70	--	NA	0
African American	--	145	4285	--	95	99	--	553	548	--	3	3	--	18	22	--	79	74	--	NA	0
Hispanic	--	504	31254	--	99	99	--	541	539	--	5	5	--	23	25	--	72	70	--	NA	0
Asian/Pacific Islander	--	29	1837	--	100	99	--	581	579	--	NA	1	--	7	9	--	93	87	--	NA	2
American Indian/Alaskan Native	--	15	4613	--	100	97	--	541	535	--	NA	4	--	27	29	--	73	67	--	NA	0
White	--	644	37668	--	99	99	--	565	569	--	1	1	--	13	13	--	85	85	--	0	1
Students with Disabilities	--	131	8943	--	95	92	--	488	495	--	11	11	--	52	51	--	37	38	--	NA	1
Students without Disabilities	--	1210	70791	--	99	100	--	561	561	--	2	2	--	14	15	--	84	83	--	0	0
Limited English Proficient Students	--	116	9138	--	97	97	--	496	492	--	12	13	--	44	46	--	44	40	--	NA	NA
Migrant Students	--	14	687	--	100	97	--	499	528	--	14	6	--	29	28	--	57	65	--	NA	NA
Economically Disadvantaged	--	659	33718	--	97	97	--	542	538	--	4	5	--	23	26	--	72	69	--	0	0
Non-Economically Disadvantaged	--	682	46016	--	100	100	--	567	567	--	1	2	--	12	14	--	87	84	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

No AIMS test data found for this school.

The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	--	47	--	--	46	46
	Language	--	--	35	50	--	--	--	47	--	--	46	48
	Mathematics	--	--	44	64	--	--	--	50	--	--	48	52
3	Reading	--	--	NA	55	--	--	--	44	--	--	43	46
	Language	--	--	50	61	--	--	--	44	--	--	43	46
	Mathematics	--	--	47	61	--	--	--	51	--	--	48	52
4	Reading	--	--	NA	56	--	--	--	48	--	--	48	52
	Language	--	--	41	52	--	--	--	49	--	--	48	52
	Mathematics	--	--	47	61	--	--	--	53	--	--	48	58
5	Reading	--	--	NA	55	--	--	--	50	--	--	50	56
	Language	--	--	39	49	--	--	--	50	--	--	48	54
	Mathematics	--	--	49	63	--	--	--	49	--	--	43	52
6	Reading	--	--	NA	56	--	--	--	51	--	--	50	56
	Language	--	--	36	48	--	--	--	47	--	--	43	50
	Mathematics	--	--	52	66	--	--	--	52	--	--	48	58
7	Reading	--	--	NA	54	--	--	--	50	--	--	50	54
	Language	--	--	44	58	--	--	--	52	--	--	54	58
	Mathematics	--	--	46	62	--	--	--	50	--	--	46	54
8	Reading	--	--	NA	55	--	--	--	51	--	--	52	58
	Language	--	--	40	52	--	--	--	50	--	--	52	56
	Mathematics	--	--	48	61	--	--	--	53	--	--	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü Tax Credit Funds Oversight
- Ü Continuous Improvement Planning
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium
- Ü Library
- Ü Brand New Facility (Aug. 2006)

Extracurricular Activities

- Ü 4 Elemiddle Sports Seasons (7/8th Gr.)
- Ü Student Council
- Ü Tutoring
- Ü Nat. Jr. Honor Society
- Ü Clubs

Social Services

- Ü Full-Time Counselor
- Ü Health Office

ü Brand new school that opened in August, 2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	NA	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Brand new school that opened in August, 2006. Implementing a character education program during the 2006-2007 school year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Paul Tighe	(623) 523-8750
Transportation Policy	Durham School Services	(623) 876-7030
Community Resources	Community Education	(623) 876-7919
School Nutrition Programs	Southwest Food Services	(623) 876-7086
Parent Organization	Western Peaks PTO	(623) 523-8750
Student Health/Nurse	Health Office	(602) 523-8754

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.